

Closing the Gap Results Report (Small Group)

School: Centennial Middle School, Provo School District Target Group: English Language Learners (ELL) intermediate and advanced students

ABSTRACT

The purpose of this project is to determine which group of ELL students, intermediate or advanced, benefit the most academically from participating in the school's academic intervention programs, and which will result in the least amount of students needing to attend summer school. The academic intervention programs consist of the after school Academic Assistance (AA), the ELL Academic Assistance which is specifically designed for students learning English as a second language, and the in-school credit intervention program which is designed for students who at the end of a term failed a class but scored 50% or above. To participate in credit intervention the students are removed from an elective class and are placed in credit intervention until the necessary work is completed which raises the student to at least 70% or passing.

The participants were ten students classified as intermediate ELL and another ten students classified as advanced ELL. The ELL counselor met with the students throughout the year to check student progress and encourage them to attend AA when having difficulties completing assignments. The ELL aide, all the student's teachers, and administrators, also encouraged the students to attend AA when needed. Through the study it was found that 80% of the students in the intermediate level would need to attend summer school, and 50% of the students in the advanced level would need to attend summer school. Therefore, it can be concluded that the advanced level students benefitted the most from participating in the academic intervention programs. However, it can also be deduced that both groups need to participate in the academic intervention programs and summer school in order to succeed in school due to their language limitations.

INTRODUCTION

It is very challenging for students to succeed in school when they have to learn in a language other than their own. The pre-emergent and emergent ELL are placed in beginning ELL classes, and accommodations are made in the other core classes to get them the help they need. However, after about two years of study the students become intermediate and advanced English language learners and are placed in main stream English classes. It is very difficult for many of these students to succeed in main stream English and core classes as they

are still in the process of becoming fluent in English. Therefore, with the academic intervention programs it is hoped that the students will be provided with the help they need to achieve school success (Utah CCGP Competency A3.) in a language other than their own. It is also anticipated that these programs will also assist the students apply the study and homework skills necessary for academic success (Academic Learning Development A3.6).

Participants

For the study we chose ten students classified as intermediate language learners and 10 classified as advanced language learners.

Method

The ELL counselor met with the ELL students regularly from September 1st, 2007 through May 26th, 2008 to check their progress and encourage them to attend either regular or ELL Academic Assistance when needed. The ELL teacher aide, the student's teachers and administrators also encouraged the students to attend AA to get help when needed. The ELL aide was the main tutor for the students attending the AA specifically designed for English language learners. The aide was bilingual in English and Spanish, but was also able to help Korean and Chinese students by working with them one on one.

The results were measured by the number of intermediate and advanced ELL students who did not pass their core classes and would need to attend summer school.

RESULTS

Intermediate ELL students

Advanced ELL

80% would need to attend Summer School
attend Summer School
100% attended Credit Intervention
Credit Intervention

would need to

70% attended

DISCUSSION

During the study it was found that the students improved their grades in some subjects, but not others while attending AA. It was also found that AA helped the students reach an average of 50% which allowed them to have a second opportunity to raise their grades by attending the credit intervention class offered during school hours. All the

students who attended credit intervention raised the grades in the one or two classes they were able to make up during the term. But, as found by the study, there were some students who still needed to attend summer school because they failed several core classes and didn't have time to make them up in credit intervention, or scored less than 50% in some of the classes, and didn't have the opportunity to attend credit intervention.

The study shows that there is more that can be done to help the ELL students succeed. Perhaps the academic focus should be teaching them study skills, motivating them to do well in school, providing the teachers with more adult help in the classrooms, and encouraging parental support. As part of parental support they should be encouraged to set a study time for their children at home on a daily basis.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: Dixon Middle School

Target Group: Students who failed term classes in core classes

Target Group selection is based upon: Any student who obtained an final term grade of an I in math, English, History, Science, Health.

Key Word: Credit Remediation

ABSTRACT

The goal of the data project was to reduce the number of Incomplete or I's students had in core classes. To reduce the I's each counselor enrolled students into Credit Intervention. The data report shows how many I's were given during the school year in the core classes and how many were made up in Credit Intervention. The information is given as total and then broken down into individual core subject areas and totaled as an all core category.

PROJECT DESCRIPTION

Middle school students in Provo School District must complete high stakes requirements in order to be promoted to high school. One of the requirements is to pass all core classes (English, math, science, history). During the school year some students received an Incomplete or an I in their core class. The school has provided a remedial class to make up the I's called Credit Intervention. Students with an I grade would meet with their individual counselor. The counselor would review what classes needed to be made up and complete a contract with the student. The contract states what needs completed in order for the student to pass the class and how many days they would have to complete the assignments. The student chooses to either take Credit Intervention during the day or after school. If the student enrolls in CI during the day, he/she would drop an elective class and enroll in to CI. When the student completes the assignments the grade is then changed to a C-.

Introduction

The goal of the data project was to reduce the number of Incomplete or I grades.

Participants

- Students with Incomplete's or I's in core classes
- Counselors
- Credit Intervention Teacher
- Core Subject Teachers

Method

- Total number of I's given for the year were compiled for each core subject and student for each term
- A log was kept of all the I's made up
- Made up I's were subtracted from the total to give an overall percentage and a percentage by each subject

RESULTS

Subject	Course	Total I's	CI Make Ups	Percentage
Math	Algebra	55	21	38.18%
	Pre-Algebra	198	53	26.77%
	Math 7	63	14	22.22%
	<i>Total</i>	<i>316</i>	<i>88</i>	<i>27.85%</i>
English	English 7	150	53	35.33%
	English 8	158	37	23.42%
	<i>Total</i>	<i>308</i>	<i>90</i>	<i>29.22%</i>
Science	Science 7	90	21	23.33%
	Integrated	206	46	22.33%
	<i>Total</i>	<i>296</i>	<i>67</i>	<i>22.64%</i>
History	UT Studies	15	10	66.67%
	US History	189	50	26.46%
	<i>Total</i>	<i>204</i>	<i>60</i>	<i>29.41%</i>
Health	Health 7	70	10	14.29%
	Total	1194	315	26.38%

DISCUSSION

- Provides opportunity to do the actual class work from the original teacher to help remediate credit as apposed to summer school
- Most of the students enrolled in CI were 8th graders. Find ways to get more 7th graders into CI.